

Design Laboratory for Social Innovation II

SOWK 723 3 Units

“The mission of design thinking is to translate observation into insights and insights into products and services that will improve lives.” —Tim Brown

“In theory, there is no difference between theory and practice. In practice, there is.” – Yogi Berra

I. COURSE PREREQUISITES

Concurrent enrollment in Leading and Managing Complex Systems (SOWK 706) is mandatory for enrollment in this course. Successful completion of the following prerequisite courses is also required: Strategic Innovations for Grand Challenges (704) and Design Laboratory for Social Innovation 1 (711).

II. CATALOGUE DESCRIPTION

Design Laboratory for Social Innovation II continues the exploration of design thinking and norms-driven innovation. Students will design and test innovative solutions through the creation of prototypes and design labs.

III. COURSE DESCRIPTION

The Design Laboratory for Social Innovation II (hereafter Design Lab II) continues the exploration of design thinking integrated with a norms-driven approach for social innovation. Students will bring forward their design criteria and continue to utilize design thinking methodology as a systematic and iterative approach to project creation. As part of this process, students will design, prototype, and test innovative solutions and continue to learn about innovative technologies and processes. Each week students will complete a design lab experience that will help them explore various aspects of this innovation process. This learning-by-doing approach to design thinking builds skills in design, facilitation, collaboration, experimentation, and risk tolerance. Students will also synthesize research, analysis, and recommendations from Design Lab for Social Innovation 1, Strategic Innovations for Grand Challenges, and Managing and Leading Complex Systems.

IV. COURSE OBJECTIVES

Objective Number	Objectives
1	Create a virtual learning environment in which each participant functions as a designer confronting an emerging or newly recognized problem. [DSW 4]
2	Increase students' fluency in social innovation, emphasizing design thinking. [DSW 4]
3	Aid students in the use of social norms as a high-impact design opportunity for an intervention that eliminates a social problem. [DSW 3]
4	Guide students in the design, creation, and testing of their proposed solutions to the wicked problems that make up the American Academy of Social Work and Social Welfare's 12 Grand Challenges. [DSW 1]
5	Develop and further refine participants' skills in applying theoretical frameworks and identifying opportunities for innovation, intervention design, decision-making, project management, and communication skills. [DSW 5]

V. COURSE FORMAT/INSTRUCTIONAL METHODS

Asynchronous coursework will provide instructional content about Design Thinking and solution-related topics. During each week's live session, students will engage in class discussion and lab activities that help them advance the design of their team project.

VI. STUDENT LEARNING EXPECTATIONS

Prior to each week's live session, students are to **complete asynchronous content, readings, and assignments**. These are vital elements of the course and are essential to development of the project as well as successful engagement with the instructor and fellow students during the live session.

Students are expected to drive the in-class discussion and activities by offering their analysis of how course material relates to their work; engaging in critical thinking; demonstrating active listening; asking questions; exploring different viewpoints, and sharing insights they may have about their project or one another's work; and offering specific recommendations for future action.

The course moves quickly and challenges students to think in new ways. Students are responsible for identifying where they may be facing learning challenges/barriers and troubleshooting or refining their own learning experience. Keep in mind that most of the learning that happens in a doctoral program is self-motivated and happens outside of class time.

In-class, students should commit to lab activities and discussions, staying focused on the task at hand. In general, students are strongly encouraged to collaborate, share their experiences, discuss coursework, and general project challenges, but the bulk of this type of discussion should happen outside of class.

Critical success skills include planning to course due dates and deadlines, proactive outreach to the instructor, especially when learning challenges or unforeseen emergencies arise; conducting research; and creating new written work. Completing the work required for this course is only part of the work needed to successfully develop an innovative social project.

VII. COURSE POLICIES AND IMPORTANT INFORMATION

The following is important information regarding the course:

- The Course Instructor will provide information about their office hours on the course wall.
- Students are responsible for all information provided in the syllabus, posted on the course wall, and communicated via email from the program and instructor(s).
- Requests for learning accommodations must be made through the DSP office.

- Per University policy, students are responsible for attending every class and for remaining in class for the duration of the live session. This means that there are no “excused” or “unexcused” absences.
 - Unfortunately, client emergencies and being “on call” do not constitute excused absences. You are responsible for ensuring adequate coverage on class nights.
 - You are responsible for content covered in that week’s live session including any announcements about assignments.
- Students are considered absent if you arrive in class more than 5 mins after the start of class or have your camera off for more than a few moments.
- Under no circumstances should students operate a moving vehicle and participate in class-even audio only. Doing so will result in an automatic zero for that week’s participation.
- Students are responsible for making sure that you have all of the tools that necessary to participate in class in a functional and timely manner. This includes making sure you have an up-to-date computer, software, and technology; a strong and stable internet connection; and that you are able to use class collaboration platforms. If needed, it is the student’s responsibility to seek out additional training beyond what is offered by instructors.
- Grading Policies (see Section 10 Grading Policies Below).

VIII. STUDENT LEARNING OUTCOMES

Objective Number	Objectives
1	Utilize design thinking methodologies to design an innovative solution that addresses a specific human-centered social problem.
2	Create and test prototype(s) of a proposed intervention.
3	Employ design lab techniques to co-create and refine the solution for a specific social problem.
4	Explain why a proposed intervention is innovative based on explicit criteria for social innovation.
5	Evaluate the potential opportunities, benefits, and risks of employing innovative technology or processes to a project.

IX. PROJECT CONTRIBUTIONS

This course contributes to the project by teaching students how to design, prototype, and test their solution.

X. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

*** Grading Policies ***

- All assignments are due at **noon (12:00 pm) Pacific Time on the date of your scheduled live session** unless otherwise indicated by the instructor.
- All assignments should be in APA (7th edition) format. Data in presentations should be appropriately cited. Failure to provide use APA or provide citations could impact assignment grades.
- Late submissions will receive an automatic deduction of 10 points (so a 98 would become an 88)
- Late submissions will not be accepted more than one week late (after one week all assignments will receive a zero)
 - Exceptions may be made in cases of emergency. Please note it is up to the student to communicate any emergency or extenuating circumstances with professor as soon as possible and in advance of due date. Students should be prepared to provide documentation of the emergency.
 - If late submission is allowed after one week, the student / professor must agree upon a new due date and the student must meet the timeline for submission. Failure to meet the agreed upon deadline will result in a grade of zero for that assignment.
 - Extensions applied to one assignment do not alter the deadline of subsequent assignments
- Students should keep a receipt of assignment submissions to the digital learning platform (VAC)
 - Exceptions may be made for upload/transmission errors; however, the student **MUST** provide proof of on-time submission in the event a technical issue is identified.
 - All assignment submissions must be made to the VAC and be scanned by Turnitin.
 - If there are technology related problems with submission, students should contact support.
 - Due to the high volume of email and assignments that instructors receive:
 - Submission via email is unreliable and a measure of last resort (students should keep all records of assignment submissions to email just as with the DLP)
 - Instructors are not able to check if your assignments are properly uploaded on a case-by-case basis prior to grading (they will notify you of any issues as they grade assignments)
- In the event a live session is canceled due to a holiday, please see your instructor for guidance.

Assignment	Due Date	Percent of Final Grade
Assignment 1A: Problem Landscape (Individual) <ul style="list-style-type: none"> • People Plan • Research Plan 	January 28	Credit / No Credit
Assignment 1B: Design Concept (Team) Design Template <ul style="list-style-type: none"> • Design Criteria & Design Fit Analysis • Design Template • Design Justification 	February 18	20%
Assignment 2: Prototypes (Team)	March 11	20%
Assignment 3: Design Lab (Team) <ul style="list-style-type: none"> • *Lab plan is due one week prior to your lab date • ^Lab conducted • **Post Work: Debrief is due one week after your lab date 	March 11 – April 1	20% 5% 10% 5%

^Lab dates will be determined by the instructor and posted on the course wall.

*Failure to submit lab prework at least 48 hours prior to an assigned lab date and post-work more than one week after the design lab may result in a zero on all three assignments.

Assignment	Due Date	Percent of Final Grade
Assignment 4: Team Presentation & Portfolio	April 8 & April 15	25%
Assignment 5: Class Participation (Individual)	Weekly	20%

Each of the major assignments is described below.

ASSIGNMENT 1A: What Is? (Individual)

Due: January 28

Assignment 1A revisits the exploration from 711 on the problem landscape. The goal this semester is to continue the design thinking process, learn about key stakeholders' needs, and what may be required to create your proposed project(s). After you build a new team, you should consider any gaps from last semester with beneficiaries and experts about the problem as well as written material to add to your note taking matrix. As you develop your interview questions, consider questions that will help you to gain insights about the problem, what is not working, and what is needed in a proposed solution.

- After regrouping consider what the team members know and do not know about the problem. Using tools such as Stakeholder mapping, Empathy mapping, and Journey mapping determine where the gaps are in knowledge. Create a People plan and Research plan. These plans will be submitted on January 28.

ASSIGNMENT 1B: Design Concept (Team)

Due: February 18

The goal of Design Thinking is to create a solution to a problem (in our case a project, program, or tool) that reflects the needs of the people the designer is trying to serve, most notably the users. The outcomes produced by such a project should demonstrate benefit accruing to the beneficiary and consider the needs/requirements of key users, gatekeepers, and stakeholders. This assignment will help you identify and articulate their needs and explore the creation of a design(s) that fulfills design thinking objectives.

ASSIGNMENT 2: Prototypes (Team)

Due: March 11

Submit two prototypes for your project. The prototype will be assessed on how well it conveys your team's intervention concept, tests your assumptions, and explores the feasibility of the intervention. As your team considers how to articulate your design and prototype consider what parts are essential to understanding the project and what parts are essential to creating social change. Your team's design and prototype should articulate those areas that are most uncertain (e.g. if you are creating a bias training program, most people know what a training program is conceptually, but what they will seek to understand is the specific content that will be offered.)

ASSIGNMENT 3: Team-Led Design Labs (Team)

Due: March 11 – April 1

Prework: Due 1 week before scheduled lab

Post work: Due 1 week following scheduled lab

Each team will lead/facilitate two 30- to 40-minute-long design lab. The labs must be a structured exercise/activity that is focused on testing two prototypes and/or exploring a single, important question that the team is grappling with related to the project. The objective of a design lab is to give the team new insight into their design or prototype. NOTE: this is not a presentation of your idea or proposed design but rather a facilitation where you are seeking to gain insights to further move your design forward and / or test your key assumptions. The most successful labs are fun, creative, and leverage the strengths of the participants, as well as the virtual classroom environment. Because the teams have only 30–40 minutes, they should create a single, somewhat narrow exercise. The exercise may, however, have multiple parts with sub-questions that the facilitator works through with the class or in small groups (e.g., World Café, Six Thinking Hats).

Examples of such activities, design thinking workshops, and facilitation games can be found at Gamestorming.com, in the DIY Toolkit, or online. (Tip: Google “design activities” or “facilitation games.”)

Note: In order to encourage risk taking and experimentation with the lab, students will not be graded on the direct outcome of the lab but rather how well they prepared for the lab and processed the outcomes.

This assignment has 3 parts that will be graded separately: The Lab Plan, Lab Conducted and Post work.

ASSIGNMENT 4: Innovation Portfolio (Teams)

Due: April 8 & April 15

In this assignment, teams will provide an executive summary of the current state of their Project Design. Through the submission of their Innovation Portfolio, students will provide justifications for the design choices they have made. There are two main portions of this assignment: (a) Executive Summary and (b) Innovation Portfolio.

ASSIGNMENT 5: Class Preparation

Weekly

As a Design Laboratory, class participation and preparation are key components of this course. Therefore, it is expected that all students come prepared to participate in active discussions and in all lab activities. This includes on-going Project Design work both in and outside of live sessions. Additionally, one of the goals of the DSW program and the 723 course is to develop future leaders who can effectively communicate verbally, on a real-time basis, in a variety of organizational and other public settings.

To support this goal, students in this course are expected to demonstrate critical thinking, grasp of key concepts, and ability to integrate multiple sources of information (including asynchronous lectures and course readings).

Class participation consists of active, meaningful, thoughtful, and respectful spoken interaction with your instructor and classmates based on your preparation prior to the live session. Students are encouraged to try out ideas and take risks and will not be penalized for incorrect answers that demonstrate thoughtful effort.

The following may be used to create a holistic assessment of a student’s participation:

- **Questions and comments in class**
 - Note quality over quantity is encouraged.
 - The best comments will be thoughtful inquiries or observations about course material and encourage debate/discussion related to the Unit’s content or course themes
 - Discussion should demonstrate exploration and/or mastery of social norms concepts and vocabulary
- **Small-group lab activities**
 - Completion of templates and exercises
 - Contributions to colleagues’ projects
 - Participation in report backs
- **Completion of asynchronous material**
- **In-class attendance**

Faculty will appraise Class Participation performance for each student for each class and consolidate this information at the end of the semester. Optimal performance will be reflected in contributions that reflect thorough preparation, frequent engagement, and high-quality participation. The lowest two grades (including absences) will be dropped.

Class grades will be based on the following:

Class Grade		Final Grade	
3.85–4.00	A	93–100	A
3.60–3.84	A–	90–92	A–
3.25–3.59	B+	87–89	B+
2.90–3.24	B	83–86	B
2.60–2.89	B–	80–82	B–
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C–

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

As a professional school, class attendance and participation are an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

XI. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Most readings can be found on Course Reserves (Ares) - <https://reserves.usc.edu/>

Required Readings & Tools

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*.
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

Both, T., & Baggereor, D. (2017). *The bootcamp bootleg*. Stanford, CA: Hasso Plattner Institute of Design at Stanford University. <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>
– USE THE OLDER VERSION

IDEO. (2015). *The field guide to human-centered design: Design kit*. San Francisco, CA.
<http://www.designkit.org/resources/1>

Note on Readings

Harvard Business Review – HBR Online allows a maximum of three (3) views per month per IP Address. If you find you have used up your monthly views, try using a different computer in a different location.

Some CBS videos may require a login/creation of an account.

Additional required and recommended readings may be assigned by the instructor throughout the course.

APA Style (7th Edition) Formatting Guides

Publication manual of the American Psychological Association: the official guide to APA style. (Seventh edition.). (2020). American Psychological Association.

USC Library: <https://libguides.usc.edu/APA7th#s-lg-box-22622216>

Owl Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>

Course Overview

Unit	Topics	Labs	Assignment due
1 1/14	Welcome Back	Syllabus Review Team Building Problem Definition	
2 1/21	What If? Step 8: Brainstorm Ideas	Brainstorm Ideas	
3 1/28	Step 9: Develop Concepts	Develop Concepts	Problem Landscape (Individual)
4 2/4	Step 10: Create Some Napkin Pitches (Intervention Design)	Organized Ideas	
5 2/11	Step 10: Create Some Napkin Pitches (Intervention Design), Cont.	Forced Concepts	
6 2/18	What Wows? Step 11: Surface Key Assumptions	Surface Key Assumptions/ Feasibility	
7 2/25	Step 12: Make Prototypes	Prototyping	Design Concept (Team)
8 3/4	What Works? Step 13: Get Feedback from Stakeholders	Co-Creation	
9 3/11	Step 14: Run Your Learning Launches	Learning Launches	Prototypes (Team)
10 3/18	Team-Led Design Lab	Student Labs	Design Lab (Team)
11 3/25	Team-Led Design Lab	Student Labs	Design Lab (Team)
12 4/1	Team-Led Design Lab	Student Labs	Design Lab (Team)
13 4/8	Team Presentations & Portfolio		Team Presentation & Portfolio
14 4/15	Team Presentations & Portfolio Step 15: What's Next?	What's Next? Design Your Life	Team Presentation & Portfolio
15 4/22	Course Synthesis	Reflection & Design Your Life	

Course Schedule—Detailed Description

Unit 1 Welcome Back

Topics

- Welcome Back!
- Team Building
- Problem Definition
- What is missing?

Required Readings

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*. Review Steps 1-7 from SOWK711

Unit 2 Step 8: Brainstorm Ideas

Topics

- Step 8: Brainstorm Ideas
- Design Tools—What If? What Wows? What Works?
- Design Workshops and Facilitation
- Innovation Technologies: Blockchain and Nanotechnology
- Inspiration Innovation Inspiration Series

Required Readings

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*. Step 8: Brainstorm Ideas, pp. 26–27, 66-71, 102-104, 133-136.

https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.

Chapter 7: Brainstorming https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Iansiti, M., & Lakhani, K. R. (2017). The truth about blockchain. *Harvard Business Review*, 95(1), 118–127. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/vafrmm/proquest1861302832

Unit 3 Step 9: Develop Concepts

Topics

- Step 9: Develop Concepts
- Design Tools—What If?
- Innovation Technologies: Social Media and the Internet, Mobile Technology
- Innovation Inspiration Series

Required Readings

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*. Step 9: Develop Concepts, pp. 28–29, 72-77.

https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.

Chapter 8: Concept Development. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Brynjolfsson, E., & McAfee, A. (2017). The business of artificial intelligence: What it can—and cannot—do for your organization. *Harvard Business Review Digital Articles*, 3–11. <https://hbr.org/cover-story/2017/07/the-business-of-artificial-intelligence>

Marr, B. (2017, March 14). The complete beginner's guide to big data in 2017. <https://www.forbes.com/sites/bernardmarr/2017/03/14/the-complete-beginners-guide-to-big-data-in-2017/#e94b74d7365a>

Tilley, J. (n.d.). Automation, robotics, and the factory of the future. <https://www.mckinsey.com/business-functions/operations/our-insights/automation-robotics-and-the-factory-of-the-future>.

Robotics, smart materials, and their future impact for humans. (n.d.). <https://www.bbvaopenmind.com/en/article/robotics-smart-materials-and-their-future-impact-for-humans/?fullscreen=true>.

Units 4 & 5 Step 10: Create Some Napkin Pitches (Intervention Design)

Topics

- Step 10: Create Some Napkin Pitches
- Synthesizing Ideation Findings into a Design
- Innovation Technologies and Processes: 3-D Printing, Additive Manufacturing
- Innovation Inspiration Series

Required Readings

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*. Step 10: Create Some Napkin Pitches, pp. 30-31, 78-79.

https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.

Chapter 8: Concept Development and Section IV: What Wows? pp. 120–127. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Maker Faire: Why the maker movement is important to America's future. (n.d.).

<http://time.com/104210/maker-faire-maker-movement/>.

D'Aveni, R. (2015). The 3-D printing revolution. *Harvard Business Review*, 93(5), 40–48.

<http://search.ebscohost.com.libproxy1.usc.edu/login.aspx?direct=true&db=bth&AN=102262142&authtype=sso&custid=s8983984>

Unit 6 What Wows? and Step 11: Surface Key Assumptions

Topics

- What Wows?
- Step 11: Surface Key Assumptions
- Innovation Inspiration Series

Required Readings

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*. Step 11: Surface Key Assumptions, pp. 32-33, 105, 137

https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.

Section IV: What Wows? Chapter 9: Assumption Testing, pp. 127–139. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Both, T., & Baggereor, D. (2017). *The bootcamp bootleg*. Stanford, CA: Hasso Plattner Institute of Design at Stanford University, pp. 37. <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>

IDEO. (2015). *The field guide to human-centered design: Design kit*. San Francisco, CA: Author. <http://www.designkit.org/resources/1>, p. 110.

Bridging the Divide Between Idealism and Pragmatism (SSIR). (n.d.). https://ssir.org/articles/entry/bridging_the_divide_between_idealism_and_pragmatism.

Klein, G. (2014, August 1). Performing a project premortem. <https://hbr.org/2007/09/performing-a-project-premortem>.

Unit 7 Step 12: Make Prototypes

Topics

- Step 12: Make Prototypes
- Design Tools—What Wows?
- Design Tools—What Works?
- Considerations When Prototyping
- Innovation Inspiration Series

Required Readings

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*. Step 12: Make Prototypes, pp. 34-35, 80-89, 106-107, 138. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*. Chapter 10: Rapid Prototyping, pp. 141–150. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Both, T., & Baggereor, D. (2017). *The bootcamp bootleg*. Stanford, CA: Hasso Plattner Institute of Design at Stanford University. Pp. 36, 38–39, 42. <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>

IDEO. (2015). *The field guide to human-centered design: Design kit*. San Francisco, CA: Author. <http://www.designkit.org/resources/1> pp. 111–120, 135.

Buchenau, M., & Suri, J. (2000). *Experience prototyping*. Proceedings of the Third Conference on Designing Interactive Systems, pp. 424–433. <https://hci.stanford.edu/dschool/resources/prototyping/SuriExperiencePrototyping.pdf>

Aycan, D., & Lorenzoni, P. (2014). The future of prototyping is now live. *Harvard Business Review Digital Articles*, 2–5. <http://search.ebscohost.com.libproxy1.usc.edu/login.aspx?direct=true&db=bft&AN=118647064&authtype=sso&custid=s8983984>

Brenner, S., & Bassett, A. (2010). The art of sustaining social innovation: Markets, imagination, and rapid prototyping. *Innovations: Technology, Governance, Globalization*, 5(3), 121–133. https://www.mitpressjournals.org/doi/pdf/10.1162/INOV_a_00033

Unit 8 Step 13: Get Feedback From Stakeholders

Topics

- Step 13: Get Feedback from Stakeholders
- Innovation Inspiration Series

Required Readings

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*. Step 13: Get Feedback From Stakeholders, pp. 36–37, 88-89.

https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.

Chapter 11: Customer Co-Creation, pp. 141–150. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Both, T., & Baggereor, D. (2017). *The bootcamp bootleg*. Stanford, CA: Hasso Plattner Institute of Design at Stanford University. Download available at <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>, pp. 40–41, 44.

IDEO. (2015). *The field guide to human-centered design: Design kit*. San Francisco, CA: Author. <http://www.designkit.org/resources/1> pp. 126–127.

Dam, R., & Siang, T. (n.d.). Test your prototypes: How to gather feedback and maximize learning. <https://www.interaction-design.org/literature/article/test-your-prototypes-how-to-gather-feedback-and-maximise-learning>.

Dam, R., & Siang, T. (n.d.). Stage 5 in the design thinking process: Test. <https://www.interaction-design.org/literature/article/stage-5-in-the-design-thinking-process-test>.

Lloyd, H. (2018, February 15). How to prototype and test your product idea in one week. <https://medium.com/iotforall/how-to-prototype-test-your-ar-vr-product-idea-in-one-week-b02b3c5268b0>.

Unit 9 Step 14: Run Your Learning Launches

Topics

- Step 14: Run Your Learning Launches
- Innovation Inspiration Series

Required Readings

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*. Step 14: Run Your Learning Launches, pp. 38–39, 97–98, 108, 139.

https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.

Chapter 12: Learning Launch, pp. 151–177. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Unit 10 Team-Led Design Lab

Topics

- Student-Led Design Lab
- Innovation Inspiration Series

Unit 11 Team-Led Design Lab

Topics

- Student-Led Design Lab
- Innovation Inspiration Series

Unit 12 Team-Led Design Lab

Topics

- Student-Led Design Lab
- Innovation Inspiration Series

Unit 13 Team Presentation & Portfolio

Topics

- Student-Led Design Lab
- Innovation Inspiration Series

Unit 14 Team Presentation & Portfolio & Step 15: What's Next

Topics

- Step 15: What's Next?
- What Now? What Next?
- Innovation Inspiration Series

Required Readings

Liedtka, J., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*. Step 15: What's Next, pp. 40-41.

https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043229628903731

Ogilvie, T., & Liedtka, J. (2011). *Designing for growth: A design thinking toolkit for managers*.

Chapter 12: Learning Launch, pp. 174, 178. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/tt7nj9/alma991043217469703731

Scaling Impact (SSIR). (n.d.). https://ssir.org/articles/entry/scaling_impact.

Is your nonprofit built for sustained innovation? (SSIR). (n.d.).

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Dearing, J. (2009). Applying diffusion of innovation theory to intervention development. *Research on Social Work Practice*, 19(5), 503–518.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2957672/pdf/nihms239760.pdf>

Brown, L. (2015). A lasting legacy? Sustaining innovation in a social work context. *British Journal of Social Work*, 45(1), 138–152. <https://doi-org.libproxy1.usc.edu/10.1093/bjsw/bct107>

Unit 15 Course Synthesis & Reflection

Topics

- Course Synthesis
- Innovation Inspiration Series 30

University Policies and Guidelines

XII. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (singhmi@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

XIII. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

XIV. SUPPORT SYSTEMS

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://studenthealth.usc.edu/sexual-assault/>

USC Student Health Sexual Assault & Survivor Support:

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

USC Policy Reporting to Title IX– (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

XV. ADDITIONAL RESOURCES

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XVI. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XVII. POLICY ON LATE OR MAKE UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XVIII. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XIX. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XX. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XXI. COMPLAINTS

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

XXII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.

- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.

(Revised January 4, 2021)